

**LIBRARY**  
**A B C'S**

**MUSTARD**

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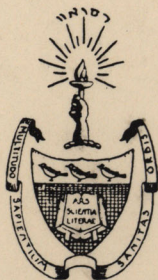
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Library ABC's



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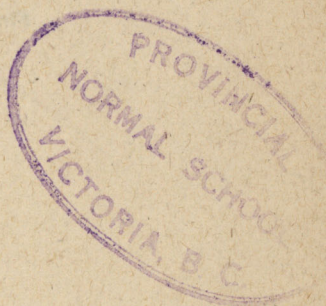


# LIBRARY ABC'S

BY

MARY I. MUSTARD B.A., B.L.S.

Librarian, Brantford Collegiate Institute



LONGMANS, GREEN AND CO.

TORONTO, LONDON, NEW YORK

1948

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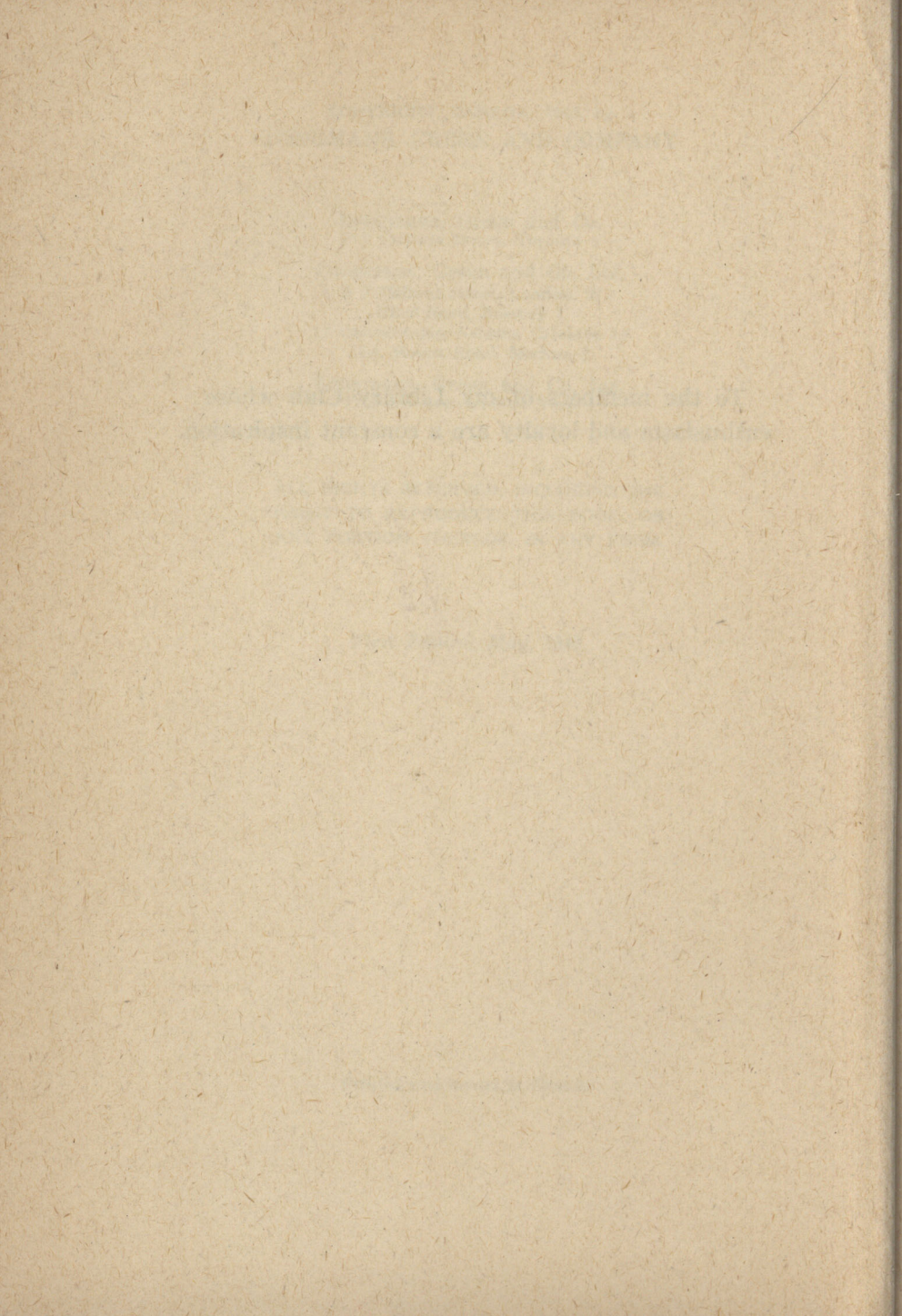
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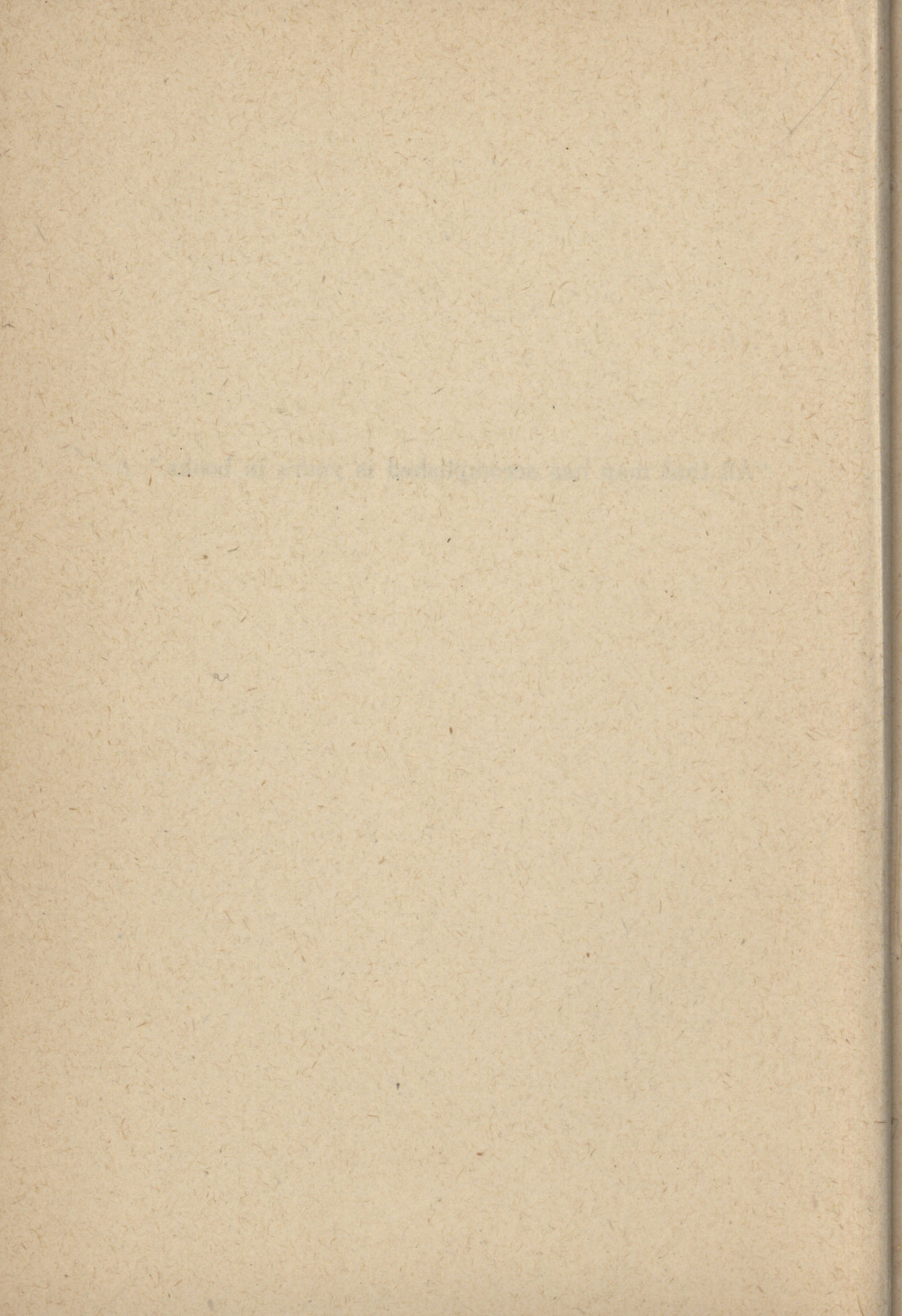
To the members of my Library Club whose  
enthusiasm and loyalty are a constant inspiration.





"All that man has accomplished is yours in books."







## Foreword

This manual has been prepared with the hope that it may be a guide to greater appreciation and use of the library by young people, with only moderate assistance from the librarian. The exercises in "Suggested Activities" are arranged in order of difficulty. For ordinary practice work, two problems may be sufficient. This will depend on the time in the library planned for the student. The other exercises may be useful for review and for the more ambitious young person. The lists in Chapter 9 and in Appendix 2, and Chapter 11 may be more helpful to the librarian or teacher than to the student.

## *Acknowledgment*

I wish to express my appreciation to Miss Mary Silverthorn for her valuable criticisms and suggestions, to Miss Gladys Hutchinson and Miss Bertha Bassam for their gracious assistance, and to Miss Valeria Kowal for help in preparation of the manuscript.

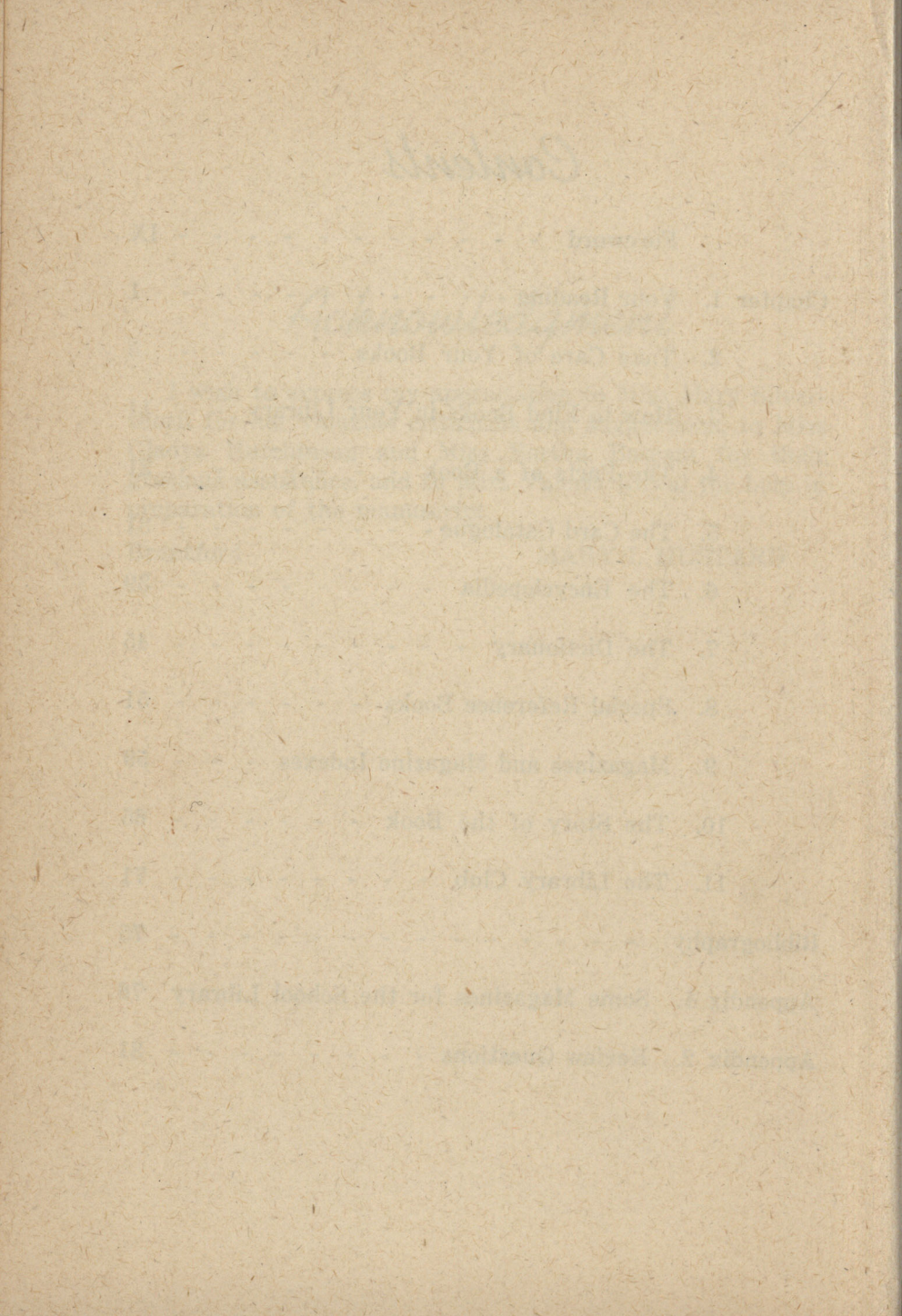
Brantford

MARY I. MUSTARD



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# Chapter 1

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## YOUR READING

*As you grow ready for it, somewhere or other  
You will find what is needful for you in a book.*

MACDONALD

You will have a twofold purpose in your reading, for information, and for pleasure. In reading for information, often you may need only a fact or a figure. For example, you are collecting information on great railway systems, and you wish to know the complete mileage of the Canadian Pacific Railway. This figure, which makes your answer definite, is written down very easily. If, however, you are searching for descriptions or details, it is most important that you use the right method of collecting and of putting down the facts you need. As you find your way through each chapter of this book you will become more skilful in selecting the right book, and in gleaning the exact information you require.

For help in **reading for information** you may be surprised to know how many sources you may consult.

- (1) The card catalogue.
- (2) Reference books on the reference shelves.
- (3) Reference books on the circulation shelves.
- (4) Magazine indexes.
- (5) Pamphlet files.
- (6) The school librarian.
- (7) The public library.



When you have decided what sources you are going to use, you should give particular care to your next step. If you merely copy the information from the book, you are not really helping yourself. It is true that each one of you learns from the work and experience of others, but you must translate that knowledge of others into your own understanding. Here are suggestions for collecting information and for preparing your assignments.

- (1) Read the whole article. Do not make notes while you are reading it for the first time. Pay special attention to the opening sentences of each paragraph. In your mind note the main points.
- (2) Reread. Write down the main points in **your own words**. Underline these main points. Indent any additional information which you put down.
- (3) Close the book and write the article in your own words, especially if you need the material for a report, written or oral.
- (4) Be sure to use quotation marks for any passage you take directly from the book.
- (5) Also carefully note at the end of your article the call number, author, and title of the book you have used.
- (6) Be sure to use the dictionary when you find an unfamiliar word.

If you will practice this method until it becomes a habit, you will find that your ability to concentrate will increase, and more, that you really have a memory.

What about **pleasure reading**? Since no one has sufficient time to read everything, you owe it to yourself to spend your precious time on only the best books. You ask, "What are the best books?" The experience of others can be of great help in your quest. The books which your librarian collects for the school library, those which your



teachers recommend in the classroom, and those which your parents have chosen, are likely to be books which will give you information, characters, and ideas worth remembering. Some of them will be books which, though written as long ago as eighty years, are still interesting, and are still in demand at every bookshop. Most of the new books of today will have been forgotten in ten years. You may say, "I like only adventure stories." Remember there are both good and poor adventure stories. Why not ask for and read the best? What makes the difference? A good book should be well-written, sincere (not exaggerated for the sake of excitement), and it should deepen your understanding of other people in this world in which you live. This does not mean that all happenings are pleasant, or that everyone lives happily ever after. That would be untrue and insincere. Any good book may picture both right and wrong, but it should not confuse right and wrong. If you read only easy books, the effect on your mind will be similar to the effect of a diet of soft foods on your body. Even as your body would lack muscular vigour, so would your mind lack understanding and judgment. You must put some mental effort into your reading if you would find pleasure in the best books. Read every kind of good book you can find. Perhaps you choose one of those books on flying which you can't leave until you finish reading it, *The Twenty-Fifth Mission*. Next you discover a book about a flesh-and-blood flyer, one whose achievements are genuinely exciting; *Skyward* is only part of Admiral Byrd's exploits. When you have devoured all of his books, you wonder about that feeling which drives man forth into the unknown in the face of hardship, and even death. There on the "New Books" shelf is the one you want, *Great Adventures and Explorations*. You are stirred by the unbelievable courage and heroism which the writer has translated into prose



that is alive. You have reached a new level in your appreciation of good reading.

If a phrase or sentence makes you pause to think, write it down. This habit will bring you rich reward.

Here is a very companionable and readable book about reading. Is it in your library at school?

Becker, M. L. Adventures in reading. Lippincott.

#### BOOKS MENTIONED IN THIS CHAPTER:

MacKaye, D. L. Twenty-fifth mission. Longmans.

Byrd, R. E. Skyward. Putnam.

Stefansson, V. Great adventures and explorations.

Dial Press.



## Chapter 2

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### TAKE CARE OF YOUR BOOKS

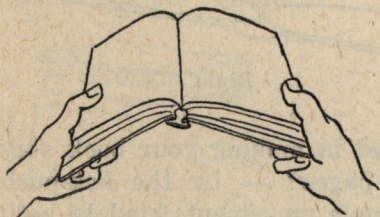
*As good almost kill a man as kill a good book;  
He who destroys a good book kills reason itself.*

MILTON

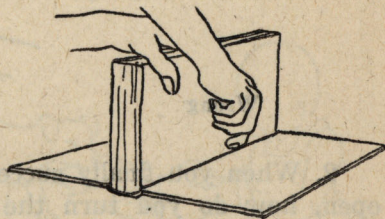
1. Can you see yourself opening that new book so enthusiastically that its outside covers almost meet in reverse? How many of your textbooks have been victims of your fierce determination to make them stay open?

Do you know how to open new books or to make stiffly-bound books stay open?

Try this:



Wrong



Right

Place the book on a flat surface. Hold the pages in the left hand, leaving the covers free. Use the forefinger of the right hand. Pass the flat surface of the nail lightly

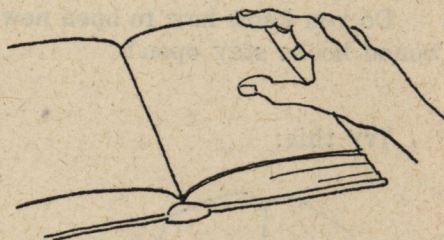


but firmly down the inside edge (centre of book) of the right cover. Then reverse position of hands and press down the inside edge of the left cover. Take one or two pages at a time, first on the right side, then on the left. Continue until all the pages have been pressed down. If the book is still stiff and does not open easily or stay open, repeat the process.

This is a slow method, but it is worth the effort. Above all, do not lose patience. If you really like books, you will always handle them carefully.



Wrong



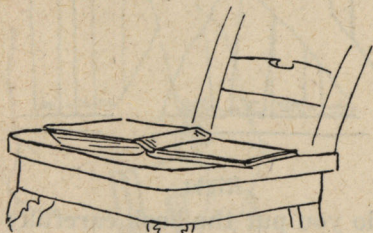
Right

2. When you finally succeed in making your book stay open, how do you turn the pages? — by the lick-push method? There is a very simple movement, kind to both yourself, and the book. Use the tip of the forefinger to turn back the upper right hand corner of the page, at the same time bracing the thumb lower down on the page.

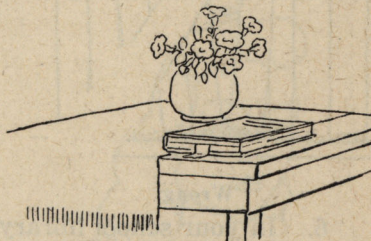
3. How do you mark the spot when you are interrupted in your reading?



Are you guilty of turning down the corner of the page or of pushing the nearest flat object in the book? Do you lay the book face down on a table or chair where someone may place other objects on it? It is very easy to use a thin marker of paper.



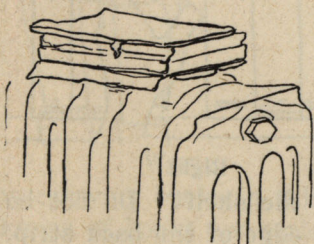
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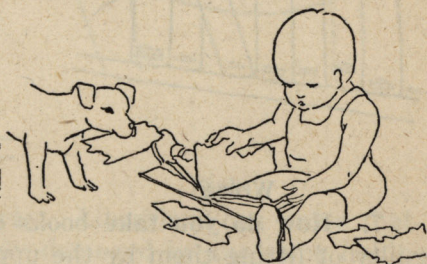
Right

Do you use your book as a purse or bag, stuffing it with handkerchiefs, letters, pencils, and combs? You can not find a surer way of loosening its pages and shortening its life.

4. **Keep your book away from extreme heat**, especially if it is damp. The covers will become warped, and the paper and binding will become extremely dry and brittle. This means that you will **always** avoid laying a book on a radiator or hot air register.



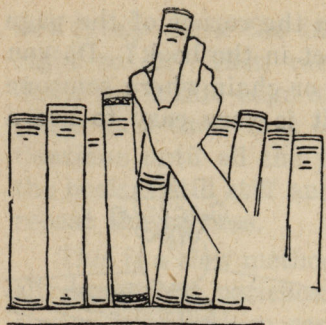
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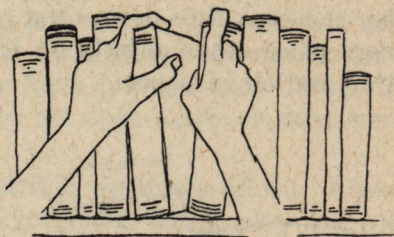
Wrong

5. In your home, do you always put your book away safely, so that your active young brother cannot scribble in it, or your tireless terrier digest the volume?



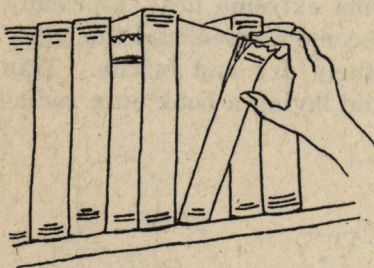


Wrong

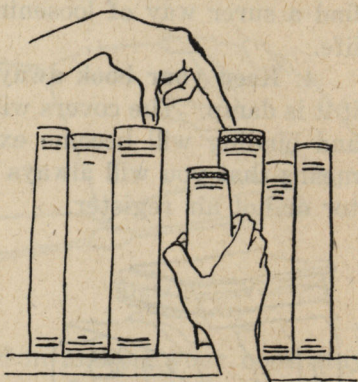


Right

6. In your school library, do you **put the book carefully on the shelf, using both hands?** You can keep the other books in place, while with the right you replace this one. If the shelf is already filled, do not try to push in the book.



Wrong



Right

7. **How do you take books off the shelf?** Do not be guilty of lifting them by the upper edge of the back strip. Try this: place the forefinger on the top of the book. Tip it back slightly. While you are supporting the books on the left and right sides, with one hand, you can remove the book with the other hand.



8. Why do students let **books fall so frequently?** You know the answer, "Because they carry them on the hip." Common sense shows you that this habit works havoc with books, to say nothing of the hip. Parents and health instructors can tell you how physical deformities are caused



**Wrong**

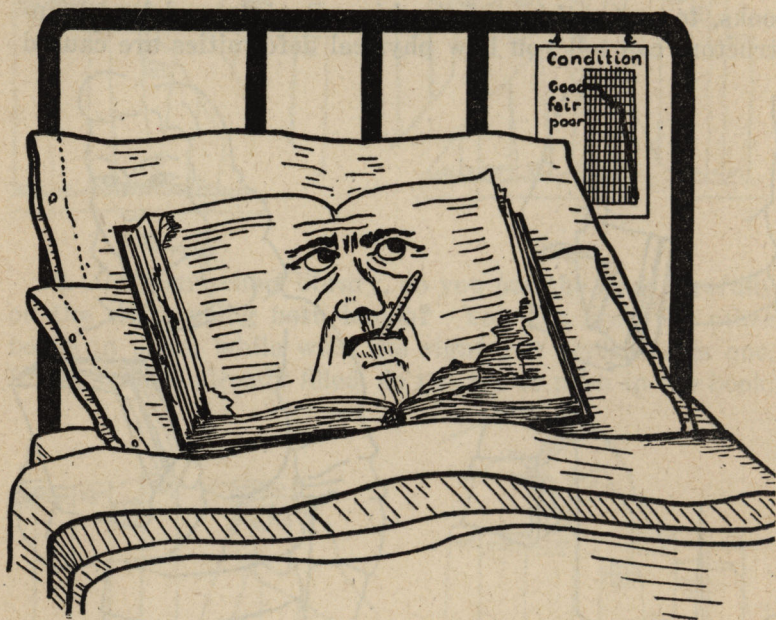


**Right**

by carrying books in this way. Librarians can prove that dozens of books are seriously damaged by the same habit. Why not change it? Use a book sack. If you must carry the books in your arms, carry them with the right and left arm alternately. If you use a bicycle with a carrier, see that books are not scraped or torn by the frame of the carrier.



What's the matter with old man book?  
By his reader he's been forsook.



He's been battered, bent and bruised,  
His ribs and seams were roughly used,  
His back is broken; his hide is torn.  
Here he lies, mute and forlorn.

If you, dear reader, are the cause,  
I beg you now, give heed and pause.



## Chapter 3

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### HOW TO FIND BOOKS IN YOUR LIBRARY

You are watching a game of rugby. In about ten minutes you are ready to leave. What is your hurry? The players have no uniforms or numbers. You can't be bothered sorting out the players on each team or following their tactics. Try searching in the library for a book on **Birds**, amongst hundreds of volumes. If there are no identification signs or marks, you are just as baffled as you are by the rugby game.

For the players, uniforms show the group to which they belong, and the numbers give their location to both teammates and spectators. In a library, first of all, at the top of each section, signs are needed to show to which group or class the book belongs, e.g., Science, Literature, or Biography. On the separate shelves there should be labels showing where books on particular subjects may be found. You have found the **Science** section, and have located the label, **Birds**. On the backs of the books are numbers, which are arranged in numerical order, reading from left to right. The books on Birds have a definite number distinguishing them from other books in the Science section.

How are these numbers assigned? When you find the answer to that question, you will be able to locate books not only in your school library, but also in 99% of all organized libraries.



All the books that have been written and that will be written can be included in this system of numbers. The whole field of knowledge is divided into **ten classes**. To each class is given a group of related numbers. For example, Science has the numbers 500-599. All books on the same subject have the same number. Canadian History has the number 971, which brings all books on that subject together on a shelf or in a section. These books on the same subject are said to be in one **class**, and the number which identifies them is the **class number**.

This is a brief explanation of the ten classes.

**001-099 GENERAL WORKS**

This group includes books with concise information on many subjects. The encyclopedia, which means a "summary of knowledge" belongs to this class.

**100-199 PHILOSOPHY**

From primitive days, men have asked questions about themselves, about their place in this universe, and about the difference between right and wrong. This is Philosophy.

**200-299 RELIGION AND MYTHOLOGY**

Men of all nations worship the God whom they believe created this universe. Here are books about any religion.

**300-399 SOCIOLOGY or SOCIAL SCIENCE**

For centuries people have been learning how to live together, as a family, as a community, as a nation, and as one world. Look in the 300's for books on government, law, customs, folklore, etiquette, stamps, for books on methods of communication from sailing-ship to airplane.



**400-499 LANGUAGE or PHILOLOGY**

Speech is necessary for communication between persons and between nations. Books about any language belongs in the 400's.

**500-599 SCIENCE**

Always men have been intensely interested in the "why and wherefore" of the earth, the sea, and the sky. You will find books about mathematics, astronomy, plants, and animal life in the 500's.

**600-699 USEFUL ARTS or APPLIED SCIENCE**

"What makes it tick?" Look in the 600's for books on inventions, radio, aviation, machinery, health, food, and industries.

**700-799 FINE ARTS**

Can you imagine the world without any music, any fine pictures, any beautiful buildings? Books in the 700's will open new doors for you in the understanding of music and art.

**800-899 LITERATURE**

Men write stories, poems, plays, and essays to express their feelings and their imagination. Literature of any nation belongs in the 800's.

**900-999 HISTORY**

You may not be able to travel by boat, train, or plane, but you can travel on mental wings by reading the 900's. You can make the acquaintance of the greatest people who have lived by reading their life stories. You can see how and why nations rise and fall. The 900's have *The Story of Mankind*.



## 1. CALL NUMBER

Your library may have a number of books on poetry. These would have the same class number 821. These are arranged alphabetically by author. To find quickly the book you want, your library may add the first letter of the author's surname, e.g.

821	821	821
K	M	T

Since this is the complete number by which you call for the book, it is the **Call number**.

There are two variations of this call number.

(a) Some libraries may add the first two letters of the author's surname, e.g.

821	821	821
Ki	Ma	Te

(b) Larger libraries may prefer to add figures to the author letter, e.g.

821	821	821
K49	M55	T40

Which plan does your school library and your public library use?

## 2. BIOGRAPHY

(a) There is some variation in the class number for **individual biography**.

Many libraries use the number used in this chapter, 921.

(b) The number 92 is preferred by some libraries.

(c) Again, some libraries prefer to use B instead of numbers.

(d) All libraries use in the call number the letter of the person about whom the book is written, instead of the author letter. This practice brings all the



biographies of one person together. For example, all the biographies of Abraham Lincoln have the call number 921 regardless of the author's name.

## L

### 3. USE OF DECIMALS

If you should find a class number with a decimal, such as 822.3, which is the class number for Shakespeare's Plays, notice that it follows 822, the class number for Plays.

Any class number can be subdivided by using decimals. For example, 780 is the class number for Music, and 780.9 is the class number for History of Music.

### 4. FICTION

Fiction is not usually given a class number. It is arranged alphabetically by the author's name.

FOR QUICK REFERENCE TO THE TEN CLASSES OF THIS CLASS NUMBER SYSTEM, USE THIS OUTLINE:

001-099.....	General Works (Encyclopedias, etc.)
100-199.....	Philosophy (Psychology, etc.)
200-299.....	Religion and Mythology.
300-399.....	Sociology or Social Science (government, economics, etc.)
400-499.....	Philology or Language.
500-599.....	Science (Chemistry, Mathematics, Biology, etc.)
600-699.....	Useful Arts or Applied Science (Health, Aviation, etc.)
700-799.....	Fine Arts (Art, Music, etc.)
800-899.....	Literature.
900-999.....	History (Geography, Travel, Biography, etc.)



Each of the ten classes is subdivided into ten groups. For example, **History** is subdivided as follows:

- 900-909.....General history.
- 910-919.....Geography and travels.
- 920-929.....Biography.
- 930-939.....Ancient history.
- 940-949.....Europe. History.
- 950-959.....Asia. History.
- 960-969.....Africa. History.
- 970-979.....North America. History.
- 980-989.....South America. History.
- 990-999.....Oceanic and polar regions. History.

#### CLASSIFICATION NUMBERS WHICH YOU MAY USE FREQUENTLY

- 030.....Encyclopedia.
- 220.....The Bible.
- 371.42 .....Vocations.
- 380.....Commerce.
- 423.....English Dictionary.
- 629.1 .....Aeronautics.
- 740.....Drawing.
- 780.....Music.
- 819.....Canadian Literature.
- 822.3 .....Shakespeare's Works.
- 900-909 .....General History.
- 910-919 .....Geography and Travel.
- 920.....Biography, Collective.
- 921.....Biography, Individual.
- 930.....Ancient History.



- 940.....European History.  
 942.....English History.  
 971.....Canadian History.

This class number system was invented by Melvil Dewey, and is known as the **Dewey Decimal Classification System**.

## SUGGESTED ACTIVITIES

### PROBLEM A

Arrange the following books of fiction as you would find them on the shelves:

- |                |                                |
|----------------|--------------------------------|
| Gray.....      | <i>Adam of the road</i>        |
| Dickens.....   | <i>A tale of two cities</i>    |
| Yonge.....     | <i>The prince and the page</i> |
| Stevenson..... | <i>The black arrow</i>         |
| Buchan.....    | <i>Lake of gold</i>            |
| Scott.....     | <i>The talisman</i>            |
| Masefield..... | <i>The taking of the Gry</i>   |
| Dumas.....     | <i>The black tulip</i>         |
| Churchill..... | <i>Richard Carvel</i>          |
| Fuller.....    | <i>The shining trail</i>       |
| Dickens .....  | <i>Great expectations</i>      |
| Weyman.....    | <i>The red cockade</i>         |
| Niven.....     | <i>The flying years</i>        |
| Eliot.....     | <i>Silas Marner</i>            |
| Dumas.....     | <i>The Three Musketeers</i>    |

### PROBLEM B

Find a book in the library in each of the ten main classes; write down:

Author (surname first)	Title	Call Number (exact)
------------------------	-------	---------------------



List the books in order according to the class, beginning with 001-099. If the author letter is used with the class number, include it.

### PROBLEM C

Choose from the list below, six topics in which you are interested. From the outline find their class number or classification group. Go to the shelves and find a book for each topic.

Write down:

Call Number (in full)	Author (surname first)	Title
Birds	Chemistry	Aviation
Music	Canadian History	Engineering
Poetry	Plays	Biography
Astronomy	Electricity	Gardening
Modern History	Art	Travel in Canada

### PROBLEM D

The class numbers listed below are out of place. The correct class number for each subject is contained in the list. Use the shelf labels in your library and the outline of the Dewey Decimal Classification Number System to find the right number for each subject. Account for every class number in the list.

- 100.....Canadian History
- 821.....Collected Biography
- 600.....Travel
- 921.....English Poetry
- 291.....Fine Arts
- 942.....Useful Arts
- 910.....Mythology
- 971.....Sociology
- 822.....Philosophy



700.....	Language
300.....	English Essays
824.....	Individual Biography
780.....	Science
400.....	English History
300.....	Drama
500.....	Music





## Chapter 4

---

### THE PARTS OF A BOOK

If you are given a helicopter, and do not possess the secret of putting it in motion, what will you do? You will make yourself (probably with some help) familiar with those parts which control the motion. To use a book is a much simpler act, but, in the same way, you must know the importance of each part before you can use it intelligently.

Near the front of the book on the right side is the **title page**. Here you will find the **full title** of the book, and the **full name** of the author. Compare these with what is printed on the cover of the book. Sometimes below the title is a **sub-title** which explains the title and the scope of the book. This is an example: *Spin a Silver Dollar; The Story of a Desert Trading-Post*. With the author's name may be given his position or his university degree, which is a proof of his scholarship. Below this, the name of the illustrator or translator may be added.

What does **revised edition** and **second edition** mean? If a book on science or history is brought up to date by adding new material, or making some changes, this issue is called a **revised edition**. Sometimes books undergo successive changes and new editions are published every few years. For example, the Encyclopaedia Britannica has been published in fourteen editions. The fourteenth edition was published in 1929. There have been no new editions since



then, but with each reprinting the set has been revised slightly.

Near the bottom of the title page are given the name of the **publishing company** and its **location**. Sometimes the date of printing appears on the title page. This is not a general practice.

On the back of the title page is the **copyright date** which shows when the copyright was issued to the author or publisher by the government. According to the copyright law, the author's rights in the book and its sale are protected for the life of the author and a period of fifty years after his death. This date shows how recent is the information in the book. If you should want aid in your radio problems, what would you think of a book with the copyright date, 1925? Be sure that you understand the difference between the date of printing and the copyright date. This date of printing on the front of the title page of a book on fashions or radio may be 1942, while the copyright date on the back of the title page may be 1936. This means that the book was first published in 1936, and has been reprinted or re-issued seven years later. There has been no change in the contents of the book. You may find in the book "first printing—1936", and "second printing—1937", etc., but the copyright date is still 1936. It cannot be truly called a revised edition unless some change has been made in the book. If the author should revise or bring his book up to date in 1948, a new copyright is issued for this, the second or revised edition. The second copyright date is 1948.

On the page following the copyright page, there may be only a simple phrase, e.g., "To my mother". This is the **dedication**. It does not give important information, but is a mark of affection or respect, or a tribute to some one who may have given encouragement in the preparation of the book.



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THE PAGEANT OF CANADIAN HISTORY

# THE PAGEANT OF CANADIAN HISTORY

BY

ANNE MERRIMAN PECK

ILLUSTRATED WITH  
PHOTOGRAVURES  
AND A MAP

LONGMANS, GREEN AND CO.  
NEW YORK, LONDON, TORONTO

1944

*A specimen title page*

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*Third Printing, April, 1940*

*New and Revised Edition, May, 1942*  
*Second Printing, December, 1944*  
*Third Printing, October, 1946*

*Second Revised Edition, February, 1947*

Printed and bound in Canada

*A specimen copyright page*



The next printed page may be the **preface**, or the **introduction**, or the **foreword**. How many prefaces have you read? Perhaps you can think of several occasions when it may be to your advantage to know what is in the preface. If the book has both a preface and introduction, the preface may explain the purpose of the book, and the introduction give a very brief survey of the subject. If there is only a preface, both facts will be included. The preface also may acknowledge aid given by various people in the preparation of the book.

Do you remember the time when you wanted to find a picture of the Sphinx? When you hunted frantically through the book which was supposed to have all the answers? When that superior creature found it in ten seconds? How did she do it? In four seconds she found the **list of illustrations**; in three seconds she saw, from this list, that the picture of the Sphinx was given on page 251; in three seconds she had it. For your own sake, to say nothing of the book, **first** find the list of illustrations or maps, following the table of contents.

When you are trying to decide whether to borrow that book on science, why don't you look at the **table of contents**? The table of contents will give you in a brief outline what you may expect to find in each chapter of the book. There you have the chapter numbers, chapter titles, and the paging for each.

Next comes the main part or body of the book as represented by the chapter titles. In fiction this is the story; in drama it is the play itself.

The table of contents may list an **appendix** to be found near the end of the book. This may have the form of notes, charts or tables. In history books the appendix often includes constitutions, treaties, and charters. The material in the appendix is always related to the body of the book.



If you find a **glossary** listed near the end of the contents, as may happen in a play by Shakespeare, or in a science book, you will see that this part is a list of the words requiring special explanations.

Here is a new word to add to your vocabulary. Many books have a **bibliography** listed in the table of contents. Its literal meaning is **list of books**, and that is actually what it is, a list of books related to the subject of the book. It may also be called **reference list**, **further reading**, or **supplementary reading**. Remember that the bibliography can be found at the end of chapters, or at the end of the book. It can be of great help to you if you are interested in any particular subject.

The **index** is usually the last part mentioned in the contents. If you look at the sample index carefully, you will see that it is an alphabetical list of topics or subjects with the paging for each topic. Be sure that you know the difference between the contents and the index. The contents gives the chapter titles in the order in which they appear in the book, while the index is an alphabetical list and is much more detailed than the contents. Always use the index **when you want information quickly**. The index is usually found at the back of the book. There are a few exceptions, such as The Canadian Almanac, in which it is placed at the beginning.

If you know exactly what you are looking for, you are not going to be puzzled when you find a book with two or three indexes. A book of poetry may have three indexes, an author index, a title index, and an index for the first line of each poem. Read the table of contents carefully. You may want to find information from a set of books, and rightly you expect to find the index of subjects in the last volume. It will direct you to the volume and page where your subject is to be found.



An example of an index taken from *The Pageant of Canadian History* by Anne M. Peck (Longmans, Green & Co.)

- Simeoe, Col. John Graves (Governor), 171  
 Simpson, Sir George (Governor), 144-5, 148-50, 238.  
 Sioux, 230  
 Sitka, Alas., 125  
 Six Nations, 167  
 Slave River, 323  
 Slovak immigrants, 267  
 Smith, Donald (Lord Strathcona), 255, 256, 258, 263.  
 Snowshoes, invention of, 3  
 Social Credit schemes, 301-2  
 Social life: Canada West, 214; Colonial, 74, 187; Quebec, 214-5; Red River settlements, 224  
 Soda Creek, 241  
 Somerset Island, 327  
 Soo, *see* Sault Ste. Marie  
 South Africa, 335  
 — America, 131  
 Sovereign Council of Quebec, 62, 66, 67  
 Spain, explorations of, 11, 14, 15, 124, 128-9, 130  
 Spokane River, 137  
 Stadacona, 19, 21-2, 31  
 Stagecoaches, 184-5, 247-8  
 Stanley Park, British Columbia, 289  
 Steamboats, introduction of, 182-4  
 —, lake, 279-80  
 —, Mackenzie River, 322-3  
 Stefansson, Vilhjalmur, 326, 329  
 Stephens, George, 255, 256, 258  
 Stone Fort (Lower Fort Garry), 223  
 Strachan, Archdeacon (Bishop), 200, 214  
 Strait of Juan de Fuca, 125, 127, 128, 129  
 Straits of Magellan, 15  
 Strathcona, Lord, *see* Smith, Donald  
 Stuart, John, 132  
 Sudbury, Ont., 305  
 Sugar Loaf, 215  
 Sulpician Order, 69  
*Swiftsure*, 183  
 Swiss immigrants, 271  
 Sydenham, Lord, 206  
 Sydney, N.S., 328  
 Tadoussac, 18, 25, 26, 31, 32, 35, 43 311  
 Talbot, Col., 185-6  
 Talon, Jean (Intendant), 64, 67-8, 69, 70, 72  
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*Theatre of Neptune*, 29  
 Thirteen Colonies, and Quebec Act, 157  
 Thompson, David, 136, 139  
 Thomson, Tom, 348  
 Thunder Cape, 282  
 Ticonderoga, battles of, 94, 158  
 Timber, 1, 2; *see* Lumber industry  
 Toboggan, invention of, 3  
*Tonquin*, 134-5  
 Toronto (York), 172, 187, 303, 305-6; immigrants in, 273; march on, 202; political situation in, 199  
 —, University of, 214, 306, 346  
 Tory refugees, 161-9  
 Tours, 42  
 Townshend, General, 99  
 Tracey, Marquis de, 62, 81  
 Traders, colonial, 153-5  
 Trading posts, 115  
 —, primitive, 9-10  
 Trail Smelter, 291  
 "Train" (oil), 25  
 Transcanada Highway, 303  
 Treaty of Utrecht, 89, 152  
 Troyes, Sisters of the Congregation, 50  
 Tupper, Dr. Charles, 219, 220



## SUGGESTED ACTIVITIES

## PROBLEM A

1. You are given a book. From your observation of this book write answers to the following questions:  
Write (a) the complete title.  
(b) the author's name as given.
2. What is the copyright date?
3. If there is a preface, introduction, or foreword, list these, and give the pages on which they are found.
4. How many chapters are there in this book?
5. Is there a list of illustrations or maps? Give the pages on which it is found.
6. Is there a bibliography? Look at the end of the chapters, and at the end of the book, and state where it is found.
7. How is the index arranged? Give the pages.
8. If you can find any other parts such as appendix, notes, glossary, etc., list these with the pages given.

## PROBLEM B

You are given a subject. Search for material about it by using the indexes of at least **three** books.

Do not give up until you find information in at least one book.

Write down:

Topic	Class Number	Author	Title	Pages
		(surname first)		(for topic)

## PROBLEM C

Imagine that you have written a story, an adventure story.

Make up a title page and dedication for the book.



Look at the description of the title page on the first page of this chapter, and include each part.

**PROBLEM D**

Find a classified book without an index. Choose six topics from any chapter and list these topics with exact pages, arranging them as if for an index.





# Chapter 5

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## THE CARD CATALOGUE

### PURPOSE

In the last chapter you found that the index of a book lists the material in that book alphabetically with the pages. Likewise, the card catalogue lists the material in a library alphabetically, giving the class numbers of the books.

The card catalogue will answer these questions which you may ask.

1. What books has this library?
2. Has the library a copy of this book?
3. What books by a certain author does this library have?
4. What material on a certain subject does this library have?
5. Where can I find these books?

The card catalogue is the key to your library.

### ARRANGEMENT

Every book in the library is listed on a card. The alphabetical arrangement of these cards makes it possible to enter cards for new books. The cards are filed in a tray or in a number of them, depending on the size of the book collection. When there are several trays, labels or guide letters will aid you in finding information. The label, A-B1, means that all cards in this drawer have as their first word



one beginning with A and with B as far as Bl. The articles "The" and "A" do not count. Within each tray, guide cards will help you find a book more quickly. In the tray with the label, A-Bl, there may be guide cards lettered like this: Aa-Al, Am-Ar, As-Az, Baa-Bar, etc. These letter groups show what cards are filed between each guide.

## KINDS OF CARDS

There are at least four common kinds of cards which will provide answers to the questions at the beginning of the chapter.

1. Suppose that the Drama Club in your school is rehearsing the play, *Quality Street*. You want to read it before the performance, but you have forgotten the name of the writer. There is your first aid, the card catalogue. Look for the card beginning with the title *Quality Street*. You will find a card which resembles this.

	Quality Street	
822	Barrie, Sir James Matthew, bart.	
Ba	Quality Street.	Hodder. 1937.
	143p.	

This is a **title card** because the title is given first. Note that the title is indented.

The call number 822 shows you to what class the book  
Ba  
belongs, Literature.

2. You have enjoyed reading *Quality Street*. Look up the author's name, Barrie, to see if the library has other books written by him. This is what you find.



822	Barrie, Sir James Matthew, bart.
Ba	Alice Sit-by-the-fire. Scribner. 1922. 139p.

This is an **author card** because the author's name appears first on the card.

What is the position of the title?

What is the publisher's name, and the copyright date?  
139p. means that the book has 139 pages.

If the book had pictures or maps, the abbreviation, "illus." would be used.

What is the difference between the author card and the title card?

3. Your pal tells you he has read a "super" story about a dog.

You ask, "What's the name of the book?"

"Maybe it was Crusty or Musty. I forget. Anyway it was a red book," is the answer.

You step over to the card catalogue and look up the subject "dogs", since you know neither the author nor the title.

Here is the card.

Dogs - Stories	
F	Davison, Frank Dalby.
	Dusty; a novel. Coward-McCann. 1946. 211p.

This is a **subject card**.

The subject may be given also in capitals, or in red letters.

When no call number is given, you will find the book on the fiction shelves.

Some libraries use F for fiction on the catalogue card.

You may find several cards with this subject heading, Dogs — Stories.

What is the difference between the author card and the subject card?

4. Look up the subject, Canadian Art.

You will find these directions.

Canadian art

see

Art, Canadian

This is a **cross reference card**.

These directions mean that the information is not listed under Canadian Art, but under Art, Canadian.

5. If your library has books **by** a certain author, and also books **about** this same author, e.g., biographies, then the **author** cards for the books written by him are filed before the **title** or **subject** cards about him.

F      Dickens, Charles  
         A tale of two cities.      Dodd. 1942.  
         353p. illus.



Dickens, Charles

921 Becker, Mrs. May (Lamberton).

Di Introducing Charles Dickens. Dodd.

1940.

250p. illus.

(a) Name the two kinds of cards given above.

(b) Which should be filed first in the card catalogue?

6. In your card catalogue you may find not only typed cards, but also printed cards. These printed cards are obtained from the H.W. Wilson Company in New York, and are called "Wilson catalogue cards."

From any Wilson card in the catalogue you will find this information.

1. Classification
2. Author
3. Title
4. Subjects with which the book deals
5. Date of publication
6. Publisher
7. Number of pages in the book
8. Illustrations

Other information given on these printed cards is for the librarian.

## SUGGESTED ACTIVITIES

## PROBLEM A

The following examples are to be used in answering the 5 questions below.

## Card 1

## Canada - History

971 Jefferys, Charles William.  
Je Canada's past in pictures. Ryerson.  
1934.  
131p. illus.

## Card 2

## Etiquette

395 MacGibbon, Elizabeth Gregg.  
Ma Manners in business. Macmillan. 1936.  
177p.

## Card 3

Manners  
see  
Etiquette



## Card 4

921 Young Walter Scott.  
Gray, Elizabeth Janet.  
Sc Young Walter Scott. Viking. 1935.  
239p. illus.

## Card 5

F Scott, Sir Walter, bart.  
The talisman; a tale of the crusaders.  
Dodd. 1943.  
358p. illus.

**PROBLEM A—QUESTIONS**

1. Write down the name of each kind of card illustrated above.
2. What is the author's name on Card four?
3. Which card represents the most recent book?
4. Which of the books mentioned are included in your library?
5. If you look in the catalogue for a book on Manners, under what word do you actually find it? Use the examples given above.

**PROBLEM B**

Write down the names of four authors whose books you have read or plan to read. They should be chosen from your school library. Search for these names in the card catalogue and list all the books written by each author. Write down:

Call Number

Author (surname first)

Title

**PROBLEM C**

You are given a subject by the librarian. Find all the books and parts of books connected with this subject. Write down:

Call Number	Author (surname first)	Title
-------------	------------------------	-------

**PROBLEM D**

For your favourite text book, make (1) an author card, (2) a title card, (3) a subject card.

**PROBLEM E**

Write directions for a Grade 6 student to show how to look for a book in the card catalogue.



## Chapter 6

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### THE ENCYCLOPEDIA

The encyclopedia is a book, or set of books, which gives information on all subjects arranged in alphabetical order.

The articles are written by specialists in each subject. All this material is edited by a group of editors, with an editor-in-chief in charge of the whole undertaking. The names of these writers may be given at the beginning of each volume, and their initials may be signed at the end of the articles.

There are special encyclopedias which deal with only one subject, such as music, art, literature, etc. You will become familiar with the titles of some of these books in the chapter, "Special Reference Books."

In this chapter, you are concerned with the general encyclopedia which covers many subjects.

#### **When to use an encyclopedia**

When you require a concise answer, consult the encyclopedia.

If you need full information, frequently the article in the encyclopedia will help you to organize your outline. Then, consult books or magazines dealing with your subject.

First of all, turn to Chapter 1 and read the suggestions for collecting information.

**The encyclopedia can be kept up-to-date in these ways:**

#### **1. Revision**

Some subjects need to be brought up-to-date, or revised, every year. Others require revision every three or four



years, while for some articles it is unnecessary. In the better encyclopedias, revision continues from year to year.

## 2. **Year books or annuals**

A year book or annual contains an account of the progress in all the arts and sciences for that year in alphabetical arrangement. Sometimes this yearly addition may be called a **supplement**. If you look in your dictionary you will find that a supplement means "an addition to anything by which it is made more full and complete." The Encyclopaedia Britannica and the World Book are examples of encyclopedias which have year books.

Use the main set for older material, and the year book for recent information.

## **How to judge an encyclopedia**

1. The **editors** should be experienced and highly qualified. The **writers** of the articles should be authorities on their particular subjects.  
A list of the writers should be given at the front of each volume, or at the front of the first one.  
The articles may be signed.
2. There should be some provision for keeping the set **up-to-date**.
3. **Alphabetical** arrangement of subjects is most convenient.
4. **Bibliographies**, or references to other books dealing with the same subject, are useful. You may be able to find the books in the public library.

## **Suggestions for using an encyclopedia**

### 1. **Arrangement**

When you search for a subject, look for the guide



letters on the binding of the volumes. These guide letters help you to locate your topic in the same way as do the guide letters in the card catalogue tray.

Follow the guide words at the top of the pages as you do when using the dictionary.

## 2. Index

In certain encyclopedias, you will find all subjects, large and small, in strictly alphabetical order. In others, minor topics are treated under the broad subjects to which they are related. For such a set an index is necessary. Sometimes information on a subject is found in different volumes according to the division of that subject into subtopics. The index is the key to all this information. Suppose that for an assignment in geography you want facts about the shipping that passes through the Suez Canal. The Encyclopaedia Britannica has, in volume 21, page 516, in regular alphabetical order, a lengthy account of the history and development of the Suez Canal, but not the answer to your question. Turn to the index. You find a subtopic, Shipping, V. 20, p. 561 d. What is the meaning of "d"? It is a device to show you on what part of the page to look. The page is arranged in two columns, thus:

a	c
b	d

Instead of poring over the whole article, you begin at the middle of the second column.

Always consult the index to find complete information on any subject.

## 3. References

If you look in the World Book Encyclopedia for information on **Sir Frederick Banting**, you find it under the



heading, **Banting, Sir Frederick**. At the end this **cross reference** is given: **See Diabetes: Insulin**. Under these headings you may find further information which you can use.

Here is another example of a cross reference. Look up **Solomon Islands** in the same encyclopedia. No information is given except this direction: **See Pacific Islands**. You will have to turn to that subject for your material. Again, if you are searching for a variety of information on the subject, **Pigeons**, using the **World Book Encyclopedia**, at the end of the article you are referred to a list of **Related Subjects**.

### Some well-known encyclopedias

#### **Encyclopaedia Britannica. 24v.**

The most scholarly and comprehensive of the encyclopedias.

#### **Encyclopedia Americana. 30v.**

Good for applied science.

#### **World Book Encyclopedia. 19v.**

Simple and well-illustrated—good for grades 7, 8, and high school.

#### **Compton's Pictured Encyclopedia. 15v.**

Useful for elementary grades and first year of high school.

#### **Columbia Encyclopedia. 1v.**

Good for quick reference.

#### **Lincoln Library of Essential Information 1v or 2v.**

Good for quick reference.



## SUGGESTED ACTIVITIES

### PROBLEM A

Make a chart of the general encyclopedias in the school library.  
Copy the outline given below and fill in the required information.

Name of encyclopedia	Number of volumes	Latest copyright date	Is there an index? Where is it located?	How kept up-to-date? 1. by revision? 2. by year book?

### PROBLEM B

A subject will be given you.

Copy the outline given below and find the required information, in each encyclopedia in the school library.

Name of encyclopedia	Volume number and page	Are there cross references?	Are there pictures or maps?	Is there a bibliography?

**PROBLEM C**

1. Which encyclopedia gave the most information on the subject you used in Problem B?
2. What is the class number for the encyclopedia?
3. Which is the most recent encyclopedia in your school library?
4. Which encyclopedias are kept up-to-date by a yearbook?
5. Which encyclopedias give a list of the names of the writers or have signed articles?
6. Can you find the pronunciation of proper names in any of the encyclopedias in your library?
7. Which encyclopedia has the most recent information on radar?

State whether you find it in the regular alphabetical order, through the index, or in a yearbook.



# Chapter 7

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## THE DICTIONARY

*Some books are to be tasted, others to be swallowed,  
and some few to be chewed and digested.*

BACON

Whenever you read, whether it be for fun or for information, keep the dictionary close at hand. Your progress in speaking and in understanding will vary according to your use of this reference book. Get the dictionary habit.

### How to use any dictionary

1. Read the title page, and preface or introduction.
2. Look at the table of contents.
3. Examine the key to pronunciation.  
This is found at the top or bottom of the page. Observe the marks over the vowels and the exact sounds as shown by the examples. Use it each time you search for the pronunciation of a word.
4. Use the guide words at the top of the page.
5. If you do not find the word, consult the table of contents for a list of **New Words** or **Supplement**.
6. Find the meaning of the abbreviations and signs used in the explanation of the words. Look in the introductory pages of the dictionary for a list of these.

You may have in your school library both **unabridged** and **abridged** dictionaries. An **unabridged** dictionary has



a complete list of the words in a language. An **abridged dictionary** has a list of the words in common use in a language.

The best-known **unabridged dictionaries** are:

1. **The Oxford English Dictionary**, New English Dictionary on Historical Principles (found in college and larger public libraries). Scholarly, giving the history of words in the English language.
2. **Webster's New International Dictionary**. Gives older meaning first.
3. **Funk and Wagnall's New Standard Dictionary**. Gives common meaning first.

Some well-known **abridged dictionaries** are:

1. **The Shorter Oxford English Dictionary**. Semi-abridged, as it has a longer list of words than the ordinary abridged dictionary.
2. **The Concise Oxford Dictionary**.
3. **Blackie's Concise English Dictionary**. New edition of Annandale's Concise Dictionary.
4. **Webster's Collegiate Dictionary**.
5. **Funk and Wagnall's Standard Universal Dictionary**.
6. **Thorndike-Century Senior English Dictionary**.
7. **Winston Dictionary**.

✓ **Common information** found in both abridged and unabridged dictionaries.

1. Spelling.
2. Pronunciation.
3. Part of speech.
4. Definition.

**Other information** given in unabridged and larger abridged dictionaries.



1. **Pronunciation** with accent, division into syllables, and diacritical marks.

In the pronunciation key at the top or bottom of the page, there are examples of common words which show the sound of the letters according to the signs or diacritical marks used.

Example: envelope—en've - lóp

The accent is on the first syllable. According to the key, the vowel "e" is sounded as the "e" in met. The vowel "o" as the "ō" in note. (From Blackie's Concise English Dictionary).

When more than one pronunciation is given, the first one is the preferred pronunciation.

2. **Definition** — various meanings are given, sometimes listed by numbers. Note the shades of difference in these meanings.
3. **Synonyms** — frequently follow the definition after the abbreviation, Syn.

If you do not know the meaning of "synonym," look it up in the dictionary.

4. **Derivation** — shows the language from which the word first came.

Example: scribe—[Fr. scribe, from L. scriba, a clerk, a secretary, from scribo, scriptum, to write.]

Look up the abbreviations Fr. and L. in the list of abbreviations and signs in the introductory pages of the dictionary.

5. **Abbreviations** — used in writing and printing. They are usually given in a list. See the table of contents for page.
6. **Pronunciation of proper names**  
(a) persons — biography, fiction, mythology.



- (b) place names — geography.  
See table of contents for page.
- 7. **Pronunciation of new words** — may be found in a supplement of some kind. See table of contents for page.
- 8. **Foreign words and phrases**  
See table of contents for page.
- 9. **Illustrations**
  - (a) small black and white drawings.
  - (b) coloured plates.

### SUGGESTED ACTIVITIES

#### PROBLEM A

1. What is the class number for the English dictionary?
2. Make a list of the English dictionaries in your school library.
  - (b) Which are abridged?
  - (a) Which ones are unabridged?

#### PROBLEM B

1. Study the pronunciation key of the dictionary which you use in your classroom.
2. Then write down the **phonetic spelling with diacritical marks and accents** for a few words which will be given you by the librarian.
3. Look up these same words in an **unabridged** dictionary. Write down the phonetic spelling.
4. Note the words for which there is **more than one** pronunciation, and show which pronunciation is preferred.

#### PROBLEM C

Be sure to give the name of the dictionary you use for each question.



1. Find the derivation of:  
meteor, baker, agriculture, tramp.
2. Find two synonyms for each of these words:  
wonderful, awful, crazy, cute, swell.
3. What is the meaning of these abbreviations?  
seq., ibid., viz., anon.
4. What is the translation of these foreign phrases?  
status quo, esprit de corps, alter ego, deo volente.

### PROBLEM D

Which dictionaries give the pronunciation of proper names?

Be sure to state what kind of proper name is listed, whether it is a list of names of persons or places.





# Chapter 8

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## SPECIAL REFERENCE BOOKS

*Books, the children of the brain.*

SWIFT

### 1. WHAT IS A REFERENCE BOOK?

A reference book contains facts and information on one or several subjects. It may consist of one volume, or it may be a set of books. You may search for one or more facts at a time, but you do not use it for continuous reading.

### 2. WHY REFERENCE BOOKS ARE NOT LOANED

Since reference books have much useful information, they should be available for anyone at any time. For that reason they are usually kept in a separate section in the library. They are marked with the letter R, preceding the

R

classification number, e.g., 310. This distinguishes them from books which may be loaned. ✓

### 3. HOW TO USE A REFERENCE BOOK

Examine carefully:

- (a) The title page—to find if it is kept up-to-date by revision.
- (b) The preface—to find the kind of information given.
- (c) The table of contents.
- (d) The arrangement of the information:

- (1) alphabetical.



(2) according to subject.

(e) The key to abbreviations used in the book.

(f) The index.

#### 4. CLASSES OF REFERENCE BOOKS

Your library may not have all the reference books listed in this chapter, but you should be familiar with those on its shelves. For the general encyclopedias, see Chapter 6, and for the general English dictionary, see Chapter 7. In addition, there are encyclopedias and dictionaries of special subjects, atlases, yearbooks, handbooks, indexes, and books related to particular subjects. The following reference books are listed according to subject, wherever possible.

#### YEARBOOKS AND STATISTICAL REFERENCE BOOKS

Canada Year Book.

Canadian Almanac.

Statesman's Year Book.

Whitaker's Almanac.

World Almanac.

#### LANGUAGE—WORDS AND THEIR USAGE

Crabbe.	English Synonyms.
Horwill.	Dictionary of Modern American Usage.
Fowler.	Dictionary of Modern Usage.
Fowler.	The King's English.
Mackey.	Pronunciation of 10,000 Proper Names. o.p.
Phyfe.	20,000 Words Often Mispronounced.
Roget.	Thesaurus of English Words and Phrases.

#### SCIENCE

Hegner.	Parade of the Animal Kingdom.
Henderson.	Dictionary of Scientific Terms.



- |  |                                       |
|--|---------------------------------------|
| Holland.                                 | Butterfly Book. o.p.                  |
| Holland.                                 | Insect Book. o.p.                     |
| Hornaday.                                | American Natural History.             |
| House.                                   | Wild Flowers. o.p.                    |
| Lutz.                                    | Field Book of Insects.                |
| Mathews.                                 | Familiar Flowers of Field and Garden. |
| National Geographical Society.           | Book of Wild Flowers.                 |
| New Champlin Cyclopedia for Young Folks. | Plants and<br>Animals.                |
| Pearson.                                 | Birds of America.                     |
| Peterson.                                | Field Guide to the Birds.             |
| Rogers.                                  | Tree Book.                            |
| Taverner.                                | Birds of Canada.                      |
| Van Nostrand.                            | Encyclopedia of Science.              |
| White.                                   | Forest Trees of Ontario.              |

## APPLIED SCIENCE OR USEFUL ARTS

- |   |   |
|---|---|
| Crispin.                                    | Dictionary of Technical Terms.  |
| Hiscox.                                     | Henley's Twentieth Century Book of For-<br>mulas, Processes, and Trade Secrets. |
| Scientific American Cyclopedia of Formulas. |   |

## FINE ARTS

### ART

- |  |  |
|--|--|
| Champlin.                              | Cyclopedia of Painters and Paintings. o.p. |
| Gardner.                               | Art Through the Ages.                      |
| New Standard Encyclopedia of Art. o.p. |  |
| Reinach.                               | Apollo.                                    |

**MUSIC**

- |            |   |
|------------|---|
| Ewen.      | Composers of Today.                                 |
| Ewen.      | Composers of Yesterday.                             |
| Ewen.      | Living Musicians.                                   |
| Grove.     | Grove's Dictionary of Music and Musicians.<br>6v.   |
| Kobbe.     | Complete Opera Book.                                |
| O'Connell. | Victor Book of the Opera.                           |
| O'Connell. | Victor Book of the Symphony.                        |
| Scholes.   | Oxford Companion to Music.                          |
| Thompson.  | International Cyclopedia of Music and<br>Musicians. |

**LITERATURE  
GENERAL**

- |             |  |
|-------------|--|
| Brewer.     | Dictionary of Phrase and Fable.                      |
| Brewer.     | Reader's Handbook.                                   |
| Cambridge.  | History of American Literature, 3v.                  |
| Cambridge.  | History of English Literature, 15v.                  |
| Chamber's   | Cyclopedia of Literature, 3v.                        |
| Drinkwater. | Outline of Literature.                               |
| Gerwig.     | Crowell's Handbook for Readers and<br>Writers.       |
| Harper's    | Dictionary of Classical Literature, and Antiquities. |
| Hart.       | Oxford Companion to American Literature.             |
| Harvey.     | Oxford Companion to Classical Literature.            |
| Harvey.     | Oxford Companion to English Literature.              |
| Kunitz.     | American Authors, 1600-1900.                         |
| Kunitz.     | British Authors of the Nineteenth Century.           |



- Kunitz. Twentieth Century Authors.  
 Kunitz and Haycraft. Junior Book of Authors.  
 Warner's Library of the World's Best Literature, 30v. o.p.

## POETRY AND QUOTATIONS

- Bartlett. Familiar Quotations.  
 Granger. Index to Poetry and Recitations.  
 Hoyt. New Cyclopedia of Practical Quotations.  
 Johnson. New Rhyming Dictionary and Poet's Handbook.  
 Stevenson. Home Book of Verse.  
 Stevenson. Home Book of Modern Verse.  
 Stevenson. Home Book of Quotations, Classical and Modern.

## GEOGRAPHY

- Bartholomew & Lyde. An Atlas of Economic Geography.  
 Century Cyclopedia of Names. o.p.  
 Collins - Longmans. Study Atlas.  
 Cornish. Canadian School Atlas.  
 Denton. Dent's Canadian School Atlas.  
 Goode. Goode's School Atlas.  
 Hammond. Illustrated Library World Atlas.  
 Horrabin. Atlas of Current Affairs.  
 Lippincott's Complete Pronouncing Gazetteer. o.p.  
 McFadden. Atlas of World Review.  
 Rand-McNally. Library Atlas of the World.  
 Stembridge. Oxford Sketch-Map Atlas of World Geography.  
 Wallace. An Encyclopedia of Canada. 6v.



**BIOGRAPHY**

Canadian Who's Who.

Century Cyclopedia of Names. o.p.

Current Biography. Monthly magazine.

Kunitz. Twentieth Century Authors.

Kunitz & Haycraft. Junior Book of Authors.

Lippincott's Biographical Dictionary. o.p.

Mawson. International Book of Names. o.p.

Wallace. Dictionary of Canadian Biography.

Wallace. Encyclopedia of Canada. 6v.

Who's Who.

Who's Who in America.

**HISTORY**

Armstrong. The Origin and Meaning of Place Names  
in Canada.

Brewer. Historic Notebook. o.p.

Burpee. An Historical Atlas of Canada.

Cambridge Histories: Ancient, Medieval, and Modern.

Hammerton. Wonders of the Past. 2v.

Harper's Dictionary of Classical Literature and Antiquities.

Horrabin. Atlas of Current Affairs.

Langer. Encyclopedia of World History: Ancient,  
Medieval, and Modern.

Larned. New Larned History for Ready Reference.  
12v.

McFadden. Atlas of World Review.

Mawson. International Book of Names. o.p.

Ploetz. Dictionary of Dates.

Political Handbook of the World



Shepherd.	Historical Atlas.
Smith.	Dictionary of Greek and Roman Antiquities.
Smith.	Smaller Classical Dictionary.
Wallace.	Encyclopedia of Canada. 6v.

### MISCELLANEOUS

Bourinot.	Rules of Order.
Eichler.	Customs of Mankind.
Gordon.	Flags of the World.
Hazeltine.	Anniversaries and Holidays.
McGill.	How to Conduct Public Meetings in Canada.
Post.	Etiquette.
Pringle & Frisby.	Etiquette in Canada.
Robert.	Rules of Order.
Wheeler - Holohan.	Flags of the World, Past and Present.

### SUGGESTED ACTIVITIES

#### PROBLEM A

Your librarian may suggest topics to be used for the following questions.

Choose **three** (or more) topics and find information about them.

For each book you consult, follow the directions given on the first page of this chapter, under the heading, "**How to Use a Reference Book**".

For each topic chosen, give this information:

1. Class number of book used.
2. Author or editor.

3. Title.
4. Arrangement of material.
5. Kind of information given in book—historical? literary? miscellaneous? etc.
6. Is there an index? Give pages.
7. Page on which you find your topic.

### PROBLEM B

For three subjects in your course of study, find a reference book which will be helpful. You may use the list of reference books in this chapter as a guide. However, this is a suggested list, and your school library may not have all of them, and also may have some titles not listed here.

For each subject write down:

1. Class number of book.
2. Author or editor.
3. Title.
4. Kind of information given.
5. Arrangement of material.
6. Pages for the index.



## Chapter 9

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### MAGAZINES AND MAGAZINE INDEXES

*Reading is to the mind, what exercise is to the body.*

ADDISON

Magazines form an important part of your reading because they record the progress that the world is making from week to week, and from month to month. You owe it to yourself to become familiar with several of the best ones so that you may have as accurate a knowledge as possible of the events in your own country, and in other lands. New material on many subjects is published first in magazines. You find not only stories, poems, and essays, but also up-to-date information about inventions, and progress in such fields as radio, aviation, art, music, material to interest people in every walk of life.

Remember this difference between magazines and books. Magazines will answer many questions about important people and events of the time, but frequently these answers are partial and biased. Books are more likely to provide a fair, and accurate picture, because the passage of time and careful preparation can eliminate many temporary opinions. Therefore, books should always form the important part of your reading.

#### HOW CAN YOU FIND INFORMATION IN MAGAZINES? ✓

Magazines are often called periodicals because they are published regularly with a fixed period (more than one day) between each number.



Sometimes you find that you need the information you read in a magazine several months ago, and you need it quickly. Some time ago in the *National Geographic Magazine* you found some excellent pictures and descriptions of various kinds of dogs; but how can you recall what number it was? How can you hunt through the back numbers?

The library has the answer. The **magazine index** lists articles published in many different magazines.

In the public library you will find the magazine index, *The Readers' Guide to Periodical Literature*, which indexes one hundred and nineteen of the best magazines.

In most school libraries you find the *Abridged Readers' Guide* which indexes thirty-one magazines useful for high schools. These magazines are listed at the front of every number. It is published once a month. It is cumulative, meaning that the numbers are put together in the following way. The February number includes the material in the January issue as well as that for February. The March publication includes the material for January, February, and March. Likewise, the April, May, and June numbers are cumulated in the June issue. In addition, every year the index is cumulated in one volume, and every few years the indexes of several years are bound in one volume. For example, one volume includes the numbers from July 1944 to June 1946.

The magazine index is a guide to the magazines in the same way as the card catalogue is the key to the books in your library. Just as the card catalogue gives, in alphabetical order, the authors, titles, and subjects of books in the library, so the magazine index lists the magazine articles alphabetically by author, title (for stories and poems), and subject.

The *Canadian Periodical Index* indexes many important magazines published in Canada. It was compiled by the



Circulation Department of the University of Toronto until 1945. The Canadian Library Association is continuing the publication of this index.

There are several periodical indexes for special subjects such as Agriculture, Art, Education, and scientific subjects, but the ones you will need to use are *The Abridged Readers' Guide* and the *Canadian Periodical Index*.

### HOW TO USE MAGAZINE INDEXES

1. If you are looking for up-to-date information, begin by using the latest number, and work backward.
2. If you know the approximate period or date for any subject, use the number which includes that date.
3. Be sure that you understand the abbreviations used for the magazines and their parts. They save space. Here is the information on that question about "Dogs". Other working dogs and the wild species; with paintings by W. A. Weber. S. P. Young. *Nat. Geog. Mag.* 86: 363-84 S'44.

**Explanation:** An illustrated article with title given above, written by S. P. Young, is found in the *National Geographic Magazine*, volume 86, page 363-384, in the September, 1944 number.

Look up the abbreviations listed at the beginning of any number of the index.

4. (a) Look up another subject, e.g. "Building a boat". Search for the key word "Boats".

These are the headings connected with the subject "Boats".

Boats, Folding

Boats, Ice

Boats, Rubber



Boats, Submarine

Boats and boating

None of these include articles on "Building a Boat," but at the end of the last heading is this **cross reference**, "See also Boatbuilding". You may find what you want under this subject. Cross references are used frequently in magazine indexes.

4. (b) You will be searching for information by **subjects** more often than by author or title. However, there may be a time when the title of a story or poem may haunt you. You have read it somewhere. How can you trace it?

Take for example the title, "Emily Post mortem." You remember it was a poem, and that it amused you. Now you want to use it. Look up **Poems** in the Abridged Readers' Guide. All titles are in alphabetical order. Here is the title with the author, "P. Bracken". You must look up the author's name for the exact information, that is, to see in what magazine it was printed.

If you want to locate a story you have read in a magazine, look up **Stories** and follow the cross references: See Fairy Tales; Fiction, Short Stories; Story Telling. Look up these references to see if the story is listed there.

If your school library has some of the magazines listed in the magazine index, you will often find the information you want.

## SUGGESTED ACTIVITIES

### PROBLEM A

Make a list of your school library magazines which are indexed in

1. The Abridged Readers' Guide.



## 2. The Canadian Periodical Index.

### PROBLEM B

Search for a subject given you by the librarian. Write down:

1. Subject.
2. **Two** references on this subject.
3. For **each** reference, give
  - (a) Title of article.
  - (b) Author of article.
  - (c) Name of magazine.
  - (d) Volume number of magazine.
  - (e) Paging.
  - (f) Date of magazine.

### PROBLEM C

Find **two** illustrated articles on **Photography** or **Costume** in the Abridged Readers' Guide.

Write down each answer as outlined in Problem B.

### PROBLEM D

Take any magazine in your school library and index **three** articles under the subject. Choose the heading carefully. Include all the information as outlined in B and C. How many good magazines do you know?

**Do you read any of the magazines listed at the back of this book, in Appendix I?**





## Chapter 10

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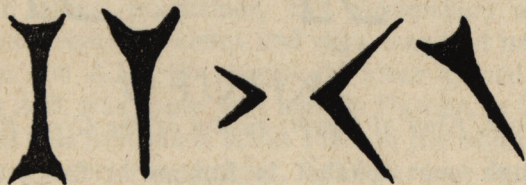
### THE STORY OF THE BOOK

*There is no past, as long as books shall live.*

BULWER-LYTTON

The time when men began to make a record of their ideas marks the dawn of history. On wood or rock they carved or painted symbols which are known as pictographs. Though scholars have not yet collected enough information to translate their meaning, it is probable that they may be a record of great deeds and events, or perhaps some of them were drawn for amusement or to tell a legend. These pictographs gradually became simplified into a group of signs from which developed the alphabet.

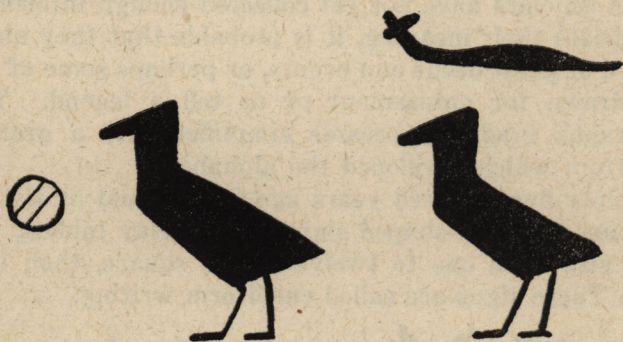
Twenty-five hundred years ago in the land of Babylon, men marked wedge-shaped signs on soft clay tablets, varying in size from one to twelve inches square, then baked them. These signs are called **cuneiform** writing.



CUNEIFORM OR ARROW-  
HEADED INSCRIPTIONS

In the Old Testament we read that Moses brought forth the Ten Commandments written on two stone tablets. Greek writers mention tablets of wood, ivory, and metal, covered with wax on which they wrote with a pointed metal pencil or stylus. In very early times bark and skin were in common use. In fact, the Latin word **liber** originally meant **bark**. It now means **book**, and from it is derived the word **library**.

The Egyptians and Romans found that linen and leather made suitable writing material. The Egyptians used a form of picture-writing, called **hieroglyphics**, which gradually developed into a phonetic system of writing in which each sound was represented by a sign or letter.



KHUFU

*or Cheops, King of Egypt, builder of the Great Pyramid*

Although our alphabet is Roman in form, it can be traced to these Egyptian signs. As early as 2500 B.C. the Egyptians wrote on papyrus made from the papyrus plant which grew in great plenty along the banks of the Nile. Their other writing materials were, a quill pen made from a reed, and ink made of gum and charcoal diluted with



water. The Greeks and Romans also wrote with ink on rolls of papyrus.

Because extreme dampness and dryness made papyrus less durable, its use ceased after 300 A.D. For at least ten centuries parchment of vellum made from the skins of animals was used. Many records of early times and of the middle ages were written on parchment rolls. Sometimes these were of considerable length, thirty or forty feet long. They were made of sheets sewn together, wound round a cylinder, and labelled. In the early centuries of the Christian era, books were first put together in sheets or pages, as we have them today.

Then followed a period in which beautifully bound and illuminated books were produced by scribes who spent their lives copying them. The pages were illuminated or decorated by designs and pictures in gold leaf and colored ink. These books are precious for three reasons, for the beauty of their formal writing, illumination, and fine bindings. Many of these books were made for religious study and worship at a time when stately churches were being built. In England some of these beautiful books have survived, and are priceless national treasures.

We take for granted the vast quantities of paper of which our books, magazines, and newspapers are made. Paper, made from flax, hemp, and rags, was first used by the Chinese in 100 A.D. So slowly did ideas spread that not until 1150 A.D. was paper first used in Europe, in Spain. In England, it was first made about 1495, in the reign of Henry VII. Since paper was cheaper, lighter, more easily made, and almost as durable as parchment, and since people were demanding more books of all kinds at a reasonable price, the use of paper gradually made possible the abundance of printed matter which we enjoy today.

From the Far East, from China and Japan, came the art



of printing. About 800 A.D. the Chinese developed a process for printing pictures, called block-printing. Each word was represented by a picture, and several of these word pictures were used on a page. For each page the pictures were cut in relief on a wooden block, and printed on paper with writing ink. About two hundred years later the Chinese first printed from movable types, using one for each word picture. These types were made of wet clay, baked and set in a frame.

In Europe, in the fourteenth and fifteenth centuries, people were asking for more books, and for cheaper books. This was the time of the Renaissance, the revival of interest in learning. In the same period the invention of printing from movable lead type brought about a great revolution in book making. About the middle of the fifteenth century, Johann Gutenberg of Mainz, on the Rhine, determined to print the Bible so that everyone might have copies. For many years he experimented to produce long-lasting, clear, and movable type. In 1456, the first printed book in Europe, Gutenberg's Bible, appeared. Copies of the books printed by Gutenberg are rare treasures.

In 1477, William Caxton produced in London the first printed book in England. He was more interested in the spread of knowledge than in making printing a work of art. Within fifteen years he printed one hundred different books. Caxton was not only a scholar, but also a true pioneer. The invention of printing has had the greatest influence on the circulation of knowledge the world has yet known.

With the passage of centuries, the process of the making of books has undergone radical changes. The use of machinery operated by electricity in paper-making, in printing, and in binding has released a vast world of reading material for civilized peoples. As in other fields of man's efforts, so it is in the realm of books; ugly and



unworthy products claim attention. To turn to the printed page with generous margins and with clear, readable, and well-spaced type, all in good proportion, to discover illustrations in harmony with the thought of the book, to find all this within simple attractive covers is a genuine pleasure. Let us remember that the making of a good book is an art which can reach more people than any other art. To read and possess a piece of good literature is a joy which is greatly enhanced if the book is printed and bound with good taste.

### **BOOKS CONSULTED:**

Harrison, F. A. A book about books. Murray.

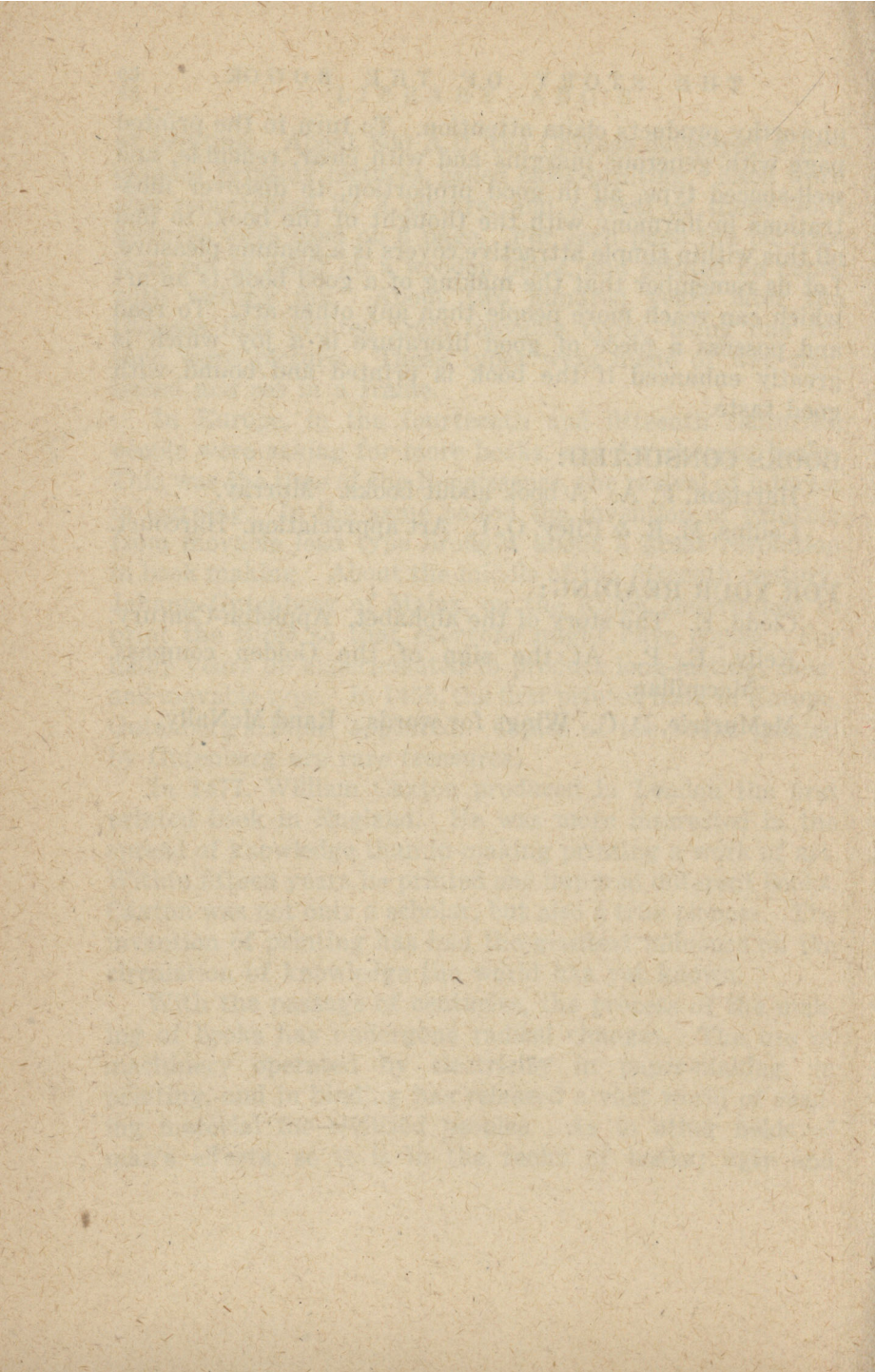
Collins, M. R. & Riley, O. L. Art appreciation. Harcourt.

### **FOR YOUR READING:**

Clodd, E. The story of the alphabet. Appleton-Century.

Kelly, E. P. At the sign of the Golden compass.  
Macmillan.

McMurtrie, D. C. Wings for words. Rand McNally.





# Chapter 11

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## THE LIBRARY CLUB A CHAPTER FOR THE LIBRARIAN

*One gift the furies gave me: (three  
They commonly bestowed of yore)  
The love of books, the golden key  
That opens the enchanted door.*

In any school library certain students will be interested, not only in books but also in their distribution. Once a student takes part in any routine, such as loaning books, interest is sharpened, frequently finding expression in "Why?" and "How?" It is the wise librarian who sustains this interest by further simple information about the circulation procedure. The students will begin to feel that they are sharing in the library service, and will welcome the opportunity to take that share regularly. Then there are the students who hesitate to assert themselves. A few remarks about the Library Club and its objectives will bring an equally enthusiastic response from them. Such a group with a common interest can be a continued stimulus and encouragement to the librarian.

Of what actual help can they be? How can a busy librarian give them sufficient instruction so that they may share in the work of the library? The instruction which they will have had during library attendance will form a basis from which to work. Some librarians may prefer to



hold special classes for the complete group, and have them pass certain tests before they are accepted as assistants. This may be advisable when credit is given for this work as a part of the year's progress. Otherwise, the librarian may and frequently does prefer to instruct the student as the need arises. In either case, the following standards should be included in the requirements for membership. The student should have:

1. A reasonably good academic record.
2. A genuine interest in books.
3. Dependability, punctuality, alertness, neatness, courtesy.

The average student can be quickly trained to assist in a number of technical routines, such as, preparation of books for circulation, the details of circulation routine, care of pictures and of magazines, book mending, library house-keeping, and the writing and distribution of notices for overdue books. If the librarian considers their suggestions for new books, they will have a deeper interest not only in the book collection but also in the use of those books. With some guidance they can prepare bulletin board exhibits. They can go even farther in advertising the resources of the library, by presenting at student assemblies informal, brief, and well-prepared book talks. How can students who give voluntarily of their time accomplish all this? By planning. For the book talks, books about which the assistants are enthusiastic should be used. In addition, they should be school library books which have not been widely advertised. Finally, they should have the approval of the librarian. A good rehearsal can be gained by practice before the members of the club.

When can these volunteers meet as a club? When can the librarian find time for the organization and for meetings



of a group of students drawn from many sections of the school? If the students can give their time voluntarily each week, it is worth while for the librarian to take the time to form a group which may meet three or four times each term, except during the final stretch. The organization should be simple and should provide for activities, both serious and recreational. These meetings should be short well-planned affairs. The initial ones, particularly, should have the light informal touch so that members may become acquainted, and develop that feeling of belonging to a group. A lively contest, literary or otherwise, will break the ice. Later, meetings can be arranged for informal discussion of books or even for experiments in writing. The public librarian or a staff member may be invited to speak; this meeting could be conducted as a round table group. A demonstration of book mending, and care of pictures can be given, preferably by students trained in advance. A visit to the local printing plant might be made at a time convenient to all. There should be at least one party during the year, at Christmas, and perhaps a picnic in the spring. Committees will be necessary to carry out such activities successfully. Each member may be expected to act on one committee, thereby ensuring the support of everyone. A program committee, under the guidance of the librarian, can be responsible for the meetings. A publicity or book display committee may take charge of one bulletin board, and give assistance on special occasions, e.g., Parents' Night. If the club decides to undertake a project such as collecting printed reports of important school activities, student and graduate achievements, and items of local historical interest, a scrap book committee can produce a very valuable contribution to the school archives.

Library Clubs may be organized to include any interested student as well as the volunteer worker, as long as the group



does not become too large to achieve a definite purpose. There is always compensation for the time and energy expended by the librarian who seeks to develop the book interests of these students, for their active participation in the library service is a real benefit to themselves and a worthy offering to the school life.

For these services, they may receive credit as in their regular class work, but, since the work is voluntary, it is preferable to give recognition by presentation of badges or pins. The greatest reward which the students may have, though they may be unaware of it, is the fact that they are demonstrating good school citizenship; they are giving service to their school, not for gain, but because they enjoy doing it. Further, not only do their knowledge and delight of books grow, but their spirit of loyalty and sense of responsibility create a fine influence throughout the school.



## BIBLIOGRAPHY

### For the student

- Boyd, Jessie E., and others. Books, libraries and you; a handbook on the use of reference books and the reference resources of the library. Scribner. 1941. 143p. illus.
- Mott, Carolyn, and Baisden, L.B. Children's book on how to use books and libraries. Scribner. 1937. 207p. illus.
- Scripture, Elizabeth, and Greer, Margaret R. Find it yourself! A brief course in the use of books and libraries. 2d rev. ed. Wilson. 1943. 65p.
- Toser, Marie A. Library manual; a study-work manual of lessons on the use of books and libraries; rev. ed. Wilson. 1944. 92p. illus.

### For the librarian

- British Columbia. Public Library Commission. Manual for small school libraries. Victoria, The Commission. 1940.
- Brown, Zaidie M. Library key; an aid in using books and libraries, with questions for review and practice; 6th ed. rev. Wilson. 1946. 146p.
- Ingles, May, and McCague, Anna C. Teaching the use of books and libraries; a manual for teachers and librarians; 4th ed. rev. Wilson. 1944. 204p.
- Fargo, Lucile F. Activity book for school libraries. A. L. A. 1938. 208p. illus.
- Fargo, Lucile F. Activity book, number two; library projects for children and young people. A. L. A. 1945. 239p.
- Fargo, Lucile F. The library in the school, 4th ed. A. L. A. 1947. 405p.
- Martin, Laura K. Magazines for school libraries, rev. ed. Wilson. 1947. 202p.



## APPENDIX 1

### SOME MAGAZINES FOR HIGH SCHOOL LIBRARIES

#### ART

Canadian Art

Quarterly survey of fine arts in Canada.

Design—monthly

Useful for instructor—varies in quality.

School Arts—monthly

Emphasizes crafts—useful for both the instructor and student.

#### AVIATION

Canadian Aviation—monthly

Stresses air progress in Canada and Great Britain.

Flying—monthly

Covers all phases of flying.

#### FASHION

Mademoiselle

Moderate in tone—for average young woman.

Seventeen

Fashions and fiction for high school girl—light and entertaining.

Vogue

For instructor and senior girls—sophisticated.

#### HANDICRAFTS AND HOBBIES

Canadian Hobbycraft—monthly

Wide range of crafts for both girls and boys.

Hobbies—weekly

How to make anything in the range of boys' interests.

Popular Mechanics—monthly

Most popular for mechanics, gadgets, and some science.

Popular Photography—monthly

A favorite with amateurs.



Popular Science—monthly

Useful when more than one handicraft magazine is needed.

Stamps—weekly

Will supplement Scott's Stamp Catalogue.

## HEALTH AND HOME

American Home—monthly

Good for recipes and homemaking.

Better Homes and Gardens—monthly

Helpful ideas for householder of moderate income.

Good Housekeeping—monthly

Fiction, fashion, and food, with a literary flavor.

Health—bi-monthly

Survey of health progress in Canada.

Hygeia—monthly

Useful for health education under guidance of instructor.

## LITERATURE AND BOOK REVIEWS

Atlantic Monthly

Literary articles of high merit—needs introduction.

Canadian Poetry—quarterly

Contemporary Canadian verse.

John O'London's—weekly

Literary and biographical—for bookish student.

New York Herald Tribune Weekly Book Review

Reviews by well-known writers—includes "Books for Young People."

New York Times Book Review—weekly

Reviews by noted scholars—very little choice between this and the N. Y. Herald Tribune Weekly Book Review.

Saturday Night—weekly

Canadian and world problems, political and cultural—needs introduction.



Senior Scholastic—weekly

Student magazine includes literary articles.

## MUSIC

Etude—monthly

Excellent for developing musical appreciation.

Musical America—semi-monthly

Current events in musical world—specialized.

## NATURE

Canadian Nature—bi-monthly

Attractive stories and illustrations—for juniors.

Nature Magazine

Useful reference periodical.

## SCHOOL LIFE

Athletic Journal—monthly

Gives good detailed analysis of tactics.

Scholastic Coach—monthly

Good survey of school athletics.

Senior Scholastic—weekly

Lively student magazine includes curricular activities.

## SCIENCE

Science Illustrated—monthly

Has wide range of subjects.

Science News Letter—weekly

Short readable articles on all phases of scientific progress.

## WORLD AFFAIRS AND PEOPLE—MONTHLY

Atlantic Monthly

Articles on world problems by writers of high prestige.

Canadian Geographical Journal

Excellent articles cover broad field—illustrated.

Current Biography

Sketches about prominent people in all walks of life.



**Current History**

American survey of world problems—for seniors.

**National Geographic Magazine**

Continues to have great value and interest.

**Reader's Digest**

Condensed articles with occasional reference value.

**WORLD AFFAIRS AND PEOPLE—WEEKLY**

Christian Science Monitor—Saturday section (may be purchased separately)

Very high standard of opinion and writing—illustrated.

**Illustrated London News**

Excellent pictorial news of British affairs—expensive.

**Life**

Pictures often are good, but occasionally are sensational.

**Maclean's Magazine—semi-monthly**

Canadian and world news, and fiction.

**Newsweek**

Weekly capsules of world news.

**Picture Post**

Stresses everyday life and problems of British public.

**Saturday Night**

Canadian and world problems.

**Senior Scholastic**

Student magazine includes current problems.

**Time**

Lively survey of world affairs — often biased and slightly sensational.

**MISCELLANEOUS****Beaver—quarterly**

Life in the Canadian North, and achievements of the Hudson's Bay Co.

Field and Stream—monthly

Sporting equipment, game laws, and experiences of sportsmen.

Nouveau Monde—monthly

Useful for students of French.

Pictorial Education—monthly

Pictures for display, with quarterly supplements.

Punch—weekly

First among humorous periodicals—expensive.

Radio News—weekly

Reports on radio progress—not too technical.

Rod and Gun—monthly

Fishing and hunting in Canada.



## APPENDIX 2

### QUESTIONS — GENERAL REVIEW

1. When you wish information on any subject, where in the library do you look first?
2. If you want information on a current topic, what library aid should you consult?
3. In what order should these call numbers come?

919	917	919.8	914.2	910.4
St	Wh	He	Mo	Ca
4. Of what two parts does the call number consist?
5. What are the class numbers for (a) collective biography (b) individual biography?
6. Explain the difference between collective and individual biography in the use of the author letter.
7. Find the class number for Birds, Etiquette, Costume, Electricity, Aviation.
8. Where is the coypright date of a book found?
9. Where do you find the general outline of a book?
10. To find information quickly in a book, what should you consult?
11. Name 3 important parts of a title page.
12. How is the index arranged?
13. Give two synonyms for bibliography.
14. What is the most recent book in your library on radio?
15. Look in the card catalogue for books on the history of Canada or of Great Britain. For **three** books copy the (a) call number (b) author (c) title.
16. Find what books your library has (1) by Stephen Leacock. (2) about Stephen Leacock.



17. What is the class number for Canadian poetry?
18. What books on "Birds" are in your library?
19. What is the meaning of the abbreviation, pseud.?
20. Look up the verb "hang."  
What are two meanings for this verb?  
What is the past tense for each definition?
21. What is the difference between an abridged and an unabridged dictionary?
22. Where can you find the correct pronunciation of "Copenhagen"?
23. What is the derivation and meaning of "alter ego"?
24. Find two synonyms for "interesting".
25. Where can you find the name of the architect who designed the Parthenon?
26. From what race are gypsies supposed to have come?
27. Find an article on costume with colored illustrations.
28. Find an example of a cross reference in an encyclopedia. Write it down.
29. Which encyclopedia in your library gives information on "The International Fixed Calendar"?
30. Find a picture of an ancient Greek theatre.
31. In what book (besides the encyclopedia) will you find information about John Masefield?
32. Where can you find the length of the Welland Ship Canal?
33. What is the Holy Grail? Show where you find the answer.
34. Where can you find a list of the newspapers published in your province or state?
35. Find a biographical sketch of Sir Adam Beck.
36. Where can you find a quotation about "Music"?



37. Who was Kublai Khan? Give the source of your answer.
38. Find a map showing the routes followed by La Salle or by Columbus.
39. What magazine indexes does your library have?
40. If the Canadian Periodical Index is in your library, what magazines indexed by it are in your library?
41. Find an article on one of these subjects. Birds, Photography, Television, Trieste, Rayon fibres. Locate it in a magazine and write down the exact information given.
42. Which of your school magazines gives information about Canadian Affairs?
43. Which magazines in your library have information about the countries connected with your geography and history courses?







DUE

DATE DUE

MAY 19 1981

APR 2 1981

JUL 15 1981

JUL 15 1981

JUL 27 1987

JUL 30 1987

JUL 18 1979

JUL 25 1979

JUL 26 1979

SEP 2 1980

OCT 4 1980

OCT 4 1980

JUL 11 1981

JUL 15 1981

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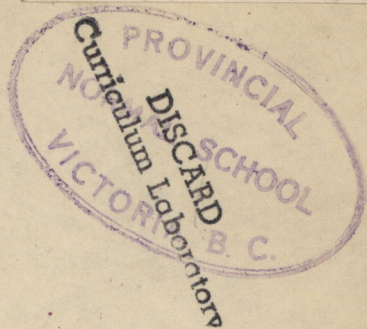
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